



Similarities and Differences between Indonesian and English Syntax: Implications for Teaching English Syntax to Students

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ABSTRACT

This research describes the syntactical comparison between Indonesian and English, both the similarities and differences, as well as the implications for language teaching and learning. This research uses contrastive analysis. The result analysis shows that the syntactic similarities between Indonesian and English cover various fundamental aspects of sentence structure and grammar, including word order, modifiers, auxiliary verbs, prepositional phrases, conjunctions, possession, relative clauses, and tense/aspect expression. However, syntactic differences exist, such as Indonesian's flexibility in word order, verb inflection, pronoun usage, lack of articles, different use of demonstratives, and distinct question formation methods. Understanding these differences is crucial for effective communication in both languages. For teachers, teaching English syntax involves steps like introducing word types, basic sentence structure, phrases/clauses, tenses, and connecting words, while considering both similarities and differences between the languages to facilitate learning. Understanding these similarities and differences between Indonesian and English is vital for teaching English to Indonesian students. First, highlighting shared concepts like subject-verb agreement and basic sentence structure establishes a comprehension foundation. Second, addressing differences prevents interference from the native language and promotes accurate English construction. Third, encouraging comparative analysis deepens understanding of both languages. Fourth, contextualized learning with relatable examples enhances comprehension. Fifth, explicit instruction on English syntax, especially differing aspects, is crucial. Sixth, error correction facilitates accurate English usage. Seventh, multisensory approaches reinforce understanding. Eighth, cultural sensitivity cultivates a respectful learning environment. These strategies empower instructors to effectively teach English syntax to Indonesian students.

INTRODUCTION

Elements of grammar are traditionally divided into two interconnected fields of study morphology and syntax (Radford, 2009). Morphology investigates how words are constructed from smaller units known as morphemes, exploring inquiries such as the constituent morphemes of complex words and the processes by which they are assembled to form the complete word. Syntax, on the other hand, examines the arrangement

of words to create phrases and sentences and the grammatical processes involved in combining individual words to form coherent sentence structures. The term syntax comes from the Greek word 'sun' and 'tattein' which means to arrange together. More broadly, syntax is a branch of linguistics that discusses the internal structure of sentences. The internal structure of the sentence is discussed are words, phrases, clauses, and sentences.

Based on the understanding above, words are internal syntactic structures despite the concept of formation itself being part of the morphological branch (Abidin, 2019). Most natural language teaching begins with studying words as the smallest units of language, which is the focus of morphology. It helps learners understand how words are formed and how they can be arranged in a sentence structure to convey clear meaning. Besides, syntax is concerned with the grammar of sentences, such as subject-predicate-object structure, sentence types, and how words are arranged in the proper order to convey the desired meaning. Thus, while understanding morphology can help understand how words are formed, it is not an absolute prerequisite for understanding syntax. The relationship between syntax and morphology lies in that the syntactic structure of a sentence often depends on the internal structure of the words in the sentence. However, an understanding of morphology often provides a strong foundation for understanding how sentence structure is formed in more complex syntactic analysis. Thus, an understanding of morphology can help in syntactic analysis, because we need to understand how words are formed and how their internal structure affects the structure of the sentence as a whole. In contrast, understanding syntax helps in analyzing how sentence structure influences the use of morphology and the formation of words.

Sentences are one of the studies in the field of syntax. Language elements included in the scope of syntax are phrases, clauses, and sentences (Nasution et al., 2024). Syntax refers to the set of regulations guiding how words are arranged to form sentences in a language (Baker, 1995). Syntax involves the arrangement of words into a system, larger grammatical elements such as form phrases, the organization of phrases to form clauses or larger units, and the assembly of clauses to create sentences (Miller, 2016; Yendra, 2018). Hierarchically, words are units that form a phrase forming clauses, and clauses form sentences (Surayya et al., 2024; Sutrisno, 2022). Syntax is a branch of linguistics that studies structure (system) sentences (Romadhan et al., 2023). Syntax is a branch of linguistics that investigates word units and other units above words, their relationships with each other, and their arrangement so that they become units of speech (Manshur & Nisa, 2022).

Research in the field of syntax is related to other language elements that are related to sentence formation elements. Syntactic identification elements form language units in the context of sentences, so this is the main role of syntax studies as a branch of linguistics that studies the intricacies of sentence formation (Afifah et al., 2023). Therefore, when examining English syntax, we aim to ascertain the principles governing how English speakers construct sentences by combining words. The formation of syntactic constructions is

of course also a must to contain and consider meaning and the elements forming it. The more complex the syntactic construction, the more it will be the more complex the forming elements, for example, phrases, clauses, and sentences with the smallest unit in the form of words. So that someone can produce good and correct Indonesian, then the person must understand each meaning used in forming sentences (Rahmawati et al., 2023).

Syntax is a way of combining words to form phrases and acceptable sentences (Nasution, 2016). Divany et al. (2024) explain more that syntax is a significant field of study in linguistics that specifically examines the grammatical patterns in sentences. The text examines fundamental elements of syntax, such as sentence structure, constituent relationships, hierarchy and order, and grammatical transformations. An extensive comprehension of grammatical structure in language is a fundamental cornerstone in comprehending the organization of messages and meanings in human language. Syntax has significant implications not only in theoretical settings but also in various practical domains, such as language instruction, natural language processing, the advancement of language-related technologies like machine translation, and cross-cultural communication. By possessing a profound comprehension of syntax, we may enhance our comprehension of the intricacy of human language and its impact on our communication and social interactions.

Therefore, this paper provides a comprehensive analysis of the significance of syntax in language comprehension. It elucidates key principles and ideas in syntax and delves into the practical applications of this understanding in many everyday situations. In casual settings, humans can convey meaning using single words and gestures, especially when interacting with members of their immediate social circles. However, conveying intricate messages or complex concepts necessitates a richer linguistic framework beyond mere single-word communication. Consequently, all human languages offer mechanisms for constructing various types of phrases and clauses to convey nuanced ideas effectively.

In the field of syntax, a crucial aspect of language analysis is comprehending the grammatical arrangement inside a phrase (Divany et al., 2024). Syntax is formed by the fundamental components of a phrase, such as its structure, the relationship between its contents, the hierarchy and order of these constituents, and the grammatical changes that occur. An extensive comprehension of the syntactic structure of sentences enables us to enhance our grasp of the semantics of language and the efficient transmission of messages. The evolution of syntax theory has had a significant impact on several areas of linguistics and practical applications, such as language instruction, natural language processing, and machine translation. By examining these facets, it is feasible to decode, scrutinize, and comprehend human language more profoundly and investigate the adaptability and intricacy that exists in language usage (Fitria, 2023b).

Syntax is an integral part of a language that regulates the structure and rules for arranging words into meaningful and grammatical sentences. Through syntax, the relationship between words in a sentence is



carefully arranged, including determining the role of each word such as subject, predicate, and object. This ensures clarity of meaning and avoids ambiguity in communication. In addition, syntax regulates the correct order of words in sentences, making it easier for readers or listeners to understand the flow of ideas or events conveyed. More than that, syntax also regulates the type of sentence and the grammatical relationship between words, ensuring sentences comply with applicable grammatical rules. With proper syntax, sentences can be structured at various levels of complexity, allowing for more complete and in-depth information to be realized. Overall, syntax plays a crucial role in forming effective and meaningful sentences in verbal and written communication. Based on the definitions above, the researcher concludes that syntax is the study of the structure of phrases (groups of words that form a single unit) and sentences in a language, as well as the grammatical relationships between these words. Syntax studies how words are arranged in the right order to form grammatical and meaningful sentences. It also involves analyzing syntactic roles such as subject, predicate, object, and other elements in a sentence.

The need for students to learn syntactic similarities and differences between Indonesian and English in writing sentences is very important in the context of developing effective writing skills. First, a strong understanding of Indonesian and English syntax allows students to construct sentences with correct and clear structures. Second, in writing, students need to understand the differences in grammar and syntax between the two languages to adapt their writing style according to the desired context. Third, with the ability to recognize similarities and differences in syntax, students can produce more varied and dynamic writing, thereby increasing the quality and diversity of their written work. Fourth, a deep understanding of syntax also helps students analyze foreign language texts and translate ideas or concepts from one language to another more accurately. Therefore, in-depth research on the similarities and differences in Indonesian and English syntax in the context of sentence writing will provide a valuable contribution to improving students' overall writing skills.

The difficulties experienced by students in understanding and mastering syntax are often caused by a lack of understanding and skills in the field of grammar. According to Syarif (2017), there was still a greater number of students who struggled with the fundamental principles of syntax, such as the order of words and the parts of speech, particularly among the students with low levels of competence. (Sari, 2020) identifies several challenges that students encounter when attempting to identify adjectives in sentences. These challenges include the need to use words contextually, a limited vocabulary, difficulty memorizing, lengthy sentences, and the need to complete parts of speech. (Munkhtsetseg, 2017) reveals that the majority of students had difficulties with the construction of English relative clauses. These difficulties included completely deleting the relative pronoun, choosing the incorrect relative pronoun, or disrupting the sequence of the elements in the syntactic structure. Furthermore, we conducted a further experiment on the identical group of students to investigate the significance of translation in acquiring intricate structures inside the

English relative clause. (Ismahani et al., 2024), understanding syntax can pose difficulties due to various factors. Indonesian students encounter a wide array of challenges when striving to grasp English grammar, these difficulties are compounded by the absence of certain grammatical structures in their native language. The linguistic disparities between English and Bahasa Indonesia significantly contribute to these obstacles, exacerbating the situation.

Based on the explanation above, it shows that grammar, especially in the area of syntax, needs to be paid attention to so as not to create sentences according to good and correct linguistic rules (Agas, 2023). Grammar is an important basis for understanding how sentences are formed and used in language, including syntax. Lack of understanding of sentence structure, verb use, tenses, and other grammar elements can make it difficult for students to understand English syntax as a whole. Therefore, to be successful in learning syntax, students need to deepen their knowledge and skills in grammar. Therefore, mastery of grammar is very important in learning syntax (Fitria, 2023b). Grammar provides a strong basis for understanding the structure and rules in forming sentences in a language (Fitria, 2022b). In the context of syntax, understanding grammar helps students to identify and understand how words and phrases are used to form grammatical and meaningful sentences. Mastery of grammar helps students understand various syntactic concepts, such as word order, use of auxiliary words, formation of tenses, use of particles, and formation of compound sentences. Without a sufficient understanding of grammar, students may find it difficult to understand these syntactic concepts well. Apart from that, mastering grammar also helps students avoid common syntactic errors, both in forming sentences and understanding text. By understanding grammar rules well, students can compose appropriate and meaningful sentences and interpret texts correctly (Fitria, 2022a). Therefore, in studying syntax, mastery of grammar is an important foundation and is the key to understanding and mastering syntactic concepts well.

There are several previous studies related to syntax. Kuswoyo et al. (2021) examine the different categories of syntactical mistakes, the specific forms of these errors, and the frequencies at which they occurred in the presentations of sixth-semester students in the conversation class. The learner made a total of 64 syntactical mistakes. The analytical findings were subsequently classified into three categories: phrases, clauses, and sentences. The findings revealed that the learner often committed syntactical errors in the form of 32 erroneous sentences, accounting for 50% of the total errors. Murnisma (2022) investigates the impact of English syntactic components on the utilization of the Indonesian language by Afghan immigrants. The findings of this study suggest that the syntax of Afghan immigrants in Indonesia is impacted by English syntax, both at the level of phrases and sentences. The research findings indicate that English and Indonesian have identical sentence structures, namely Subject + Predicate + Object. The sentence structure of Afghan immigrants in Indonesian always includes a copula verb between the subject and the complement. On the other hand, the sentence structure of Afghanistan immigrants in Indonesian follows the pattern of M



(explaining) - D (explained), similar to English phrases. Ali (2018) explains that (1) English and Arabic have distinct structures and grammar. (2) English sentences typically follow the S-V-O (subject-verb-object) pattern, while Arabic sentences often use the V-S-O (verb-subject-object) structure. (3) In English, objects can take various syntactic roles such as direct object, indirect object, object complement, or object of preposition, and they can semantically represent affected participants, recipients, attributes, locatives, or effectees. (4) In Arabic, objects can function as cognate objects, causative objects, circumstantial accusatives, or concomitant objects syntactically, while semantically they may represent recipients of the action, genitives, or beneficiaries. Saroinsong et al. (2019) reveal that the aspects present in both English and Manado Malay languages are progressive and perfective aspect.

The distinctions between English and Manado Malay language lie in the expression of the progressive aspect. In English, this aspect is formed by using the auxiliary verb "to be" followed by the present participle (-ing form) of the main verb. On the other hand, in Manado Malay language, the progressive aspect is signified by the prefix 'ba' attached to the verb, signifying a continuous occurrence. The perfective aspect in the English language is indicated by the addition of "-ed" at the end of the verb, but in the Manado Malay language, it is denoted by the use of the word "so". Daeng & Weda (2019) discover the similarities and differences in syntax between Makassarese, Indonesian, and English. First, the results indicate that the construction of noun phrases differs between Makassarese and Indonesian, but not between English and Makassarese.

In Makassarese and Indonesian, the head comes before the modifier in noun phrase construction. Conversely, in English, the modifier comes before the head in noun phrase construction. Additionally, the Makassarese clause construction differs from that of English and Indonesian. Makassarese uses the VOS clause construction, whereas both Indonesian and English employ the SVO clause construction. In conclusion, Makassarese sentence construction differs from that of English and Indonesian. Makassarese uses the VOS sentence structure, whereas both Indonesian and English employ the SVO clause structure. Tanasy (2022) discovered that both English and Indonesian noun clauses require conjunctions and main clauses to make complete sense. While English noun clauses can function as objective complements and have fixed introductory words, Indonesian noun clauses lack this feature.

Additionally, Indonesian noun clauses can be introduced by any introductory words and allow the omission of the introductory word when used as appositives. Furthermore, the preposition in Indonesian noun clauses used as object of preposition can be omitted, unlike in English noun clauses where it cannot be omitted. Trihardini (2022) describes the characteristics of Chinese and Indonesian nominal sentences. The findings reveal that in both languages, there are limitations on the deployment of nominal sentences under specific situations. When translated into Indonesian, certain Chinese nominal phrases undergo a transformation into verb sentences. Furthermore, there are distinctions between Chinese and Indonesian

nominal sentences when it comes to their negative structures. The mistake analysis reveals that Indonesian students have a deficiency in their understanding of Chinese nominal phrases and their features. Anis (2022) examines Arabic and English from a syntactic point of view.

In this case, syntax is seen as regulating the relationship between words and words, or with larger units in language, besides, Putri (2024) conducts a syntactic study between English and Spanish in the context of literary translation. The results show that syntactic differences between English and Spanish play an important role in literary translation. Further, Ai (2024) presents a generative grammar-based contrastive analysis of the syntax of Chinese and English. It includes but is not limited to, noun phrases, verb phrases, the inflectional domain, the discourse-related domain, and ellipsis, among other significant syntactic domains for comparison. To analyze the similarities and differences between Chinese and English syntax, several rules and theoretical modules from the generative framework are introduced based on empirical data extracted from both languages and reformulated in modern linguistic terminology. The last, Rizqi et al. (2024) explain that the Malay and English languages are both examples of accusative typology languages. The pivot testing demonstrates that Deli Malay and English relative sentences comprise intransitive and transitive clauses exhibiting the S/A pivot pattern. If the subject (S) in an intransitive clause is equated with the actor (A) in a transitive phrase but distinguished from the patient (P) in a transitive clause, the language is classified as accusative.

Despite numerous studies examining various aspects of syntax in Indonesian and English, there remains a lack of comprehensive comparative analysis focusing specifically on the syntactic similarities and differences between the two languages. While individual studies have touched upon specific syntactic features such as clause construction, noun phrases, and sentence structures, there is still a need for a systematic examination that consolidates and extends these findings. Furthermore, previous research has primarily focused on syntactic differences between English and other languages, such as Arabic, Chinese, Spanish, and various regional languages in Indonesia.

However, there's a dearth of studies directly comparing Indonesian with English in terms of syntax. Such a study could shed light on areas where Indonesian learners of English might encounter difficulties due to syntactic differences between the two languages, and vice versa. Moreover, most existing studies have focused on syntactic structures in isolation, without considering their implications for language learning and teaching. Therefore, a comprehensive analysis that not only identifies syntactic similarities and differences but also explores their pedagogical implications for language learners and educators would be valuable. Lastly, while some studies have examined syntactic errors made by learners of English or Indonesian, there's limited research on the underlying reasons for these errors from a syntactic perspective. Investigating the sources of syntactic errors in language learners could provide insights into the challenges they face in acquiring syntax and inform more effective pedagogical approaches. In summary, a research study that

systematically compares the syntax of Indonesian and English considers its pedagogical implications, and investigates the sources of syntactic errors in language learning would contribute significantly to the existing body of knowledge in this field.

METHODS

This research aims to compare and analyze syntactic similarities and differences between Indonesian and English. The contrastive analysis of the language data helps to reveal significant characteristics of the studied phenomena (Ivanova, 2019). In this study, we will use a contrastive analysis approach to highlight structural differences, for example, the use of tenses, auxiliary words, word order, and other syntactic elements between the two languages.

Data for this research will be collected through documents/documentation. Documents in data collection refer to any type of written or recorded material used as a source of information for research (Fitria, 2023a). This may include scientific journal articles, textbooks, notes, reports, newspapers, magazines, websites, and other documents that can provide relevant data for research analysis. In the context of research on Indonesian and English syntax, documents can be a valuable source of information for studying and understanding syntactic structures and rules in both languages. Relevant data will be extracted from these documents for in-depth analysis.

The data collected will be analyzed to identify syntactic similarities and differences between Indonesian and English in terms of sentence structure, use of tenses, auxiliary words, word order, and other syntactic elements. Findings will be classified based on the types of syntactic structures found, both similar and different between the two languages. The analysis will provide an in-depth understanding of how the syntax of the two languages is different and similar, and the findings will be interpreted to draw relevant conclusions. With this approach, it is hoped that this research will provide valuable insight into the syntactic differences and similarities between Indonesian and English.

RESULTS AND DISCUSSIONS

Similarities of Syntax in Indonesian and English

Subject-Verb-Object (SVO) Order

The Subject-Verb-Object (SVO) order is a fundamental syntactic structure found in both Indonesian and English. Both Indonesian and English predominantly follow the Subject-Verb-Object word order in basic sentence structures. This means that the subject typically comes before the verb, and the verb precedes the

object. Both Indonesian and English predominantly follow the Subject-Verb-Object word order in declarative sentences. This means that the subject comes before the verb, and the verb comes before the object in a sentence. For example:

English	I (subject) study (verb) English (object).
Indonesian	Saya (subject) belajar (verb) Bahasa Inggris (object).

In Indonesian, the SVO order is the most common word order in sentences, where the subject comes first, followed by the verb, and then the object. Similarly, English also follows the SVO order as its basic sentence structure, where the subject precedes the verb, which is followed by the object. Both Indonesian and English share the SVO order as their basic sentence structure, demonstrating a common syntactic feature.

Modifiers Placement

Modifier placement is crucial for conveying precise meaning and ensuring clarity in both languages. In both languages, modifiers generally follow the words they modify. Both languages use modifiers to provide additional information about nouns and verbs. In Indonesian, modifiers are placed after the words they modify to provide additional information about nouns or verbs, just like in English. In English, the placement of modifiers helps to clarify the relationship between the modifier and the word it modifies, whether it's a noun or a verb. For example:

English	The big house (adjective modifying the noun 'house'). She quickly ran (adverb modifying the verb 'ran').
Indonesian	Rumah besar (adjective modifying the noun 'rumah'). Dia berlari cepat (adverb modifying the verb 'berlari').

In Indonesian, adjectives (kata sifat) typically come after the nouns they describe, providing additional descriptive information. Adverbs (kata keterangan) usually follow the verbs they modify, indicating manner, degree, time, or place. Similarly, in English, modifiers are placed either before or after the words they modify, depending on the type of modifier and its function in the sentence. Adjectives often come before the nouns they describe, although there are exceptions. Adverbs can appear before or after the verbs they modify, depending on the specific adverb and its position in the sentence. Both Indonesian and English share the general principle of placing modifiers after the words they modify, facilitating comprehension and effective expression.

Both Indonesian and English follow a similar pattern in the placement of modifiers. Adjectives and adverbs are positioned after the words they modify in both languages. This consistency in modifier placement facilitates clear communication and comprehension in both Indonesian and English sentences.

Auxiliary Verbs/Helping Verbs

Auxiliary verbs or helping verbs, are crucial components in both Indonesian and English grammar. They assist the main verb in expressing various aspects such as tense, mood, voice, and emphasis.

In Indonesian, auxiliary verbs are used to form various tenses and moods, particularly in compound verb constructions. The most common auxiliary verbs in Indonesian include "akan" (will), "sudah" (have), "sedang" (progressive), and "akan sedang" (future progressive). In Indonesian, auxiliary verbs are often combined with the main verb to express different tenses or aspects. They also play a crucial role in forming questions and negatives. Similarly, English also relies heavily on auxiliary verbs to express tense, mood, voice, and other grammatical nuances. Common auxiliary verbs in English include "be" (am, is, are, was, were), "have" (has, have, had), and "do" (does, do, did). In English, auxiliary verbs are used to form the present continuous, present perfect, and past tense, among others. They are also essential for forming questions and negatives, as shown in the examples above. For example:

English	I am teaching English. (Present continuous tense) Do you like chocolate milk? (Question) I do not like pizza and burgers. (Negative)
Indonesian	Saya sedang mengajar Bahasa Inggris. (Present continuous tense) Apakah kamu suka susu coklat? (Question) Saya tidak suka pizza dan burger . (Negative)

While both Indonesian and English use auxiliary verbs to express various aspects of grammar, there are differences in the specific auxiliary verbs used and their placement within sentences. Additionally, the formation of compound verb constructions may vary between the two languages

Prepositional Phrases

Prepositional phrases indicate relationships between nouns and other elements in a sentence. Both languages use prepositions to indicate relationships between nouns and other elements in a sentence. The fundamental structure and function of prepositional phrases are similar in both Indonesian and English. They are used to indicate relationships between nouns and other elements in a sentence, such as location, time, direction, manner, and more. For example:

English	We are in the class The dictionary is on the table
Indonesian	Kita ada didalam kelas Kamus ada diatas meja

In Indonesian, prepositional phrases consist of a preposition followed by a noun phrase or pronoun. Prepositions in Indonesian often come before their objects, which can be nouns, pronouns, or noun phrases. Similarly, in English, prepositional phrases consist of a preposition followed by its object. However, prepositions in English usually come before their objects as well.

Conjunction

Conjunctions are words or phrases used to connect words, phrases or clauses in a sentence. The main function of conjunctions is to convey the relationship between parts connected in a sentence, such as cause-effect relationships, time relationships, place relationships, and so on. Both languages use conjunctions to connect words, phrases, or clauses. For example:

English	I like both tea and coffee Do you like juice or soda?
Indonesian	Saya suka baik teh maupun kopi. Apakah kamu suka jus atau soda?

In both Indonesian and English, conjunctions are used to connect sentences or clauses to show the relationship between ideas (and), express alternatives or choices (or), indicate cause and effect relationships (because), and show time or sequence of events (after, before). The differences regarding the use of conjunctions lie mainly in the variety of conjunctions available in each language and the nuances of meaning that may differ.

Possession

In both Indonesian and English, possession is indicated using possessive pronouns or possessive markers. In Indonesian, possession is typically indicated by using possessive markers that attach directly to the possessed noun. These possessive markers are known as "genitive markers" or "possessive affixes." The most common possessive marker in Indonesian is "-nya," which corresponds to the English possessive pronouns "his," "her," "its," or "their." The possessive marker "-nya" is affixed to the possessed noun, indicating the possessor. It directly follows the possessed noun, indicating ownership or possession. While, in English, possession is expressed using possessive pronouns or possessive markers that precede the

possessed noun. The most common possessive pronouns in English are "my," "your," "his," "her," "its," "our," and "their." In English, the possessive pronoun precedes the possessed noun, indicating ownership or possession. Unlike Indonesian, English does not use affixes to mark possession; instead, possessive pronouns are separate words that come before the noun.

For example:

English	My book (buku saya)
Indonesian	Buku saya

In summary, while both Indonesian and English languages express possession using possessive markers or possessive pronouns, they differ in the placement of these markers. Indonesian uses possessive markers affixed directly to the possessed noun, while English uses separate possessive pronouns that precede the noun.

Relative Clauses

Relative clauses are an essential part of both Indonesian and English syntax, serving to provide additional information about a noun (the antecedent) within a sentence. Both languages use relative clauses to provide additional information about a noun. These clauses are often introduced by relative pronouns like "who," "which," or "that." In Indonesian, relative clauses are introduced by a relative pronoun or a relative word, such as "yang," "yang mana," or "yang ber-" depending on the context. These relative pronouns serve as a link between the main clause and the relative clause, indicating the relationship between the antecedent noun and the additional information provided. Similarly, in English, relative clauses are introduced by relative pronouns such as "who," "which," or "that." These pronouns also serve to link the main clause with the relative clause, providing additional information about the antecedent noun.

English	I see the man who is carrying a buku.
Indonesian	Saya melihat pria yang sedang membawa sebuah buku.

In this Indonesian sentence, "yang" is the relative pronoun introducing the relative clause "membawa buku" (carrying a book). The antecedent noun "pria" (man) is followed by the relative pronoun "yang," connecting it to the relative clause and providing additional information about the man. While, in this English sentence, "who" is the relative pronoun introducing the relative clause "was carrying a book." It connects the antecedent noun "man" to the relative clause, providing additional information about the man. In both Indonesian and English, relative clauses follow a similar structure and function, serving to

add descriptive or identifying information about a noun within a sentence. The choice of relative pronoun may vary slightly between the two languages, but the overall function remains consistent.

Tense and Aspect

The comparison of tense and aspect in Indonesian and English reveals similarities in how both languages express these grammatical features. Both languages have a system of expressing tense and aspect through verb inflection or auxiliary verbs. In Indonesian, tense and aspect are often expressed through the use of verb inflection and auxiliary verbs. One common way to indicate present continuous tense, which expresses an ongoing action at the present moment, is by using the auxiliary verb "sedang." Indonesian also has other auxiliary verbs and verb inflections to express different tenses and aspects, such as "akan" (will), "telah" (have), and so on. Similarly, in English, tense and aspect are expressed through verb inflection and auxiliary verbs. The present continuous tense, which indicates an ongoing action at the present moment, is formed using the auxiliary verb "am/is/are" followed by the present participle of the main verb. English also has other auxiliary verbs and verb inflections to express different tenses and aspects, such as "will" (future tense), "have" (perfect aspect), "have been" (present perfect continuous), and so forth.

English	I am teaching English. (Present continuous tense) I will go to Jakarta (Future tense)
Indonesian	Saya sedang mengajar Bahasa Inggris. (Present continuous tense) Saya akan pergi ke Jakarta)

In this Indonesian sentence, "sedang" functions as the auxiliary verb indicating the present continuous tense. It is placed before the main verb "mengajar" (to teach), indicating that the action of eating is currently in progress. In this English sentence, "am" is the auxiliary verb indicating the present tense, and "teaching" is the present participle form of the main verb "teach." Together, they form the present continuous tense, indicating that the action of eating is currently happening.

These examples illustrate how Indonesian and English share similarities in their basic syntactic structures, making it easier for learners of one language to understand and produce sentences in the other language. These similarities can help learners of either language understand and make connections between the two languages, facilitating language acquisition and comprehension.

Differences of Syntax in Indonesian and English

Word Order Variations

Word order variation refers to differences in the arrangement of words within a sentence, particularly concerning the sequence of the subject, verb, and object. In language, word order plays a crucial role in determining the meaning of a sentence. Indonesian and English have differences in word order beyond the basic SVO structure. Indonesian has a more flexible word order compared to English due to its reliance on affixes and context. However, the basic word order is Subject-Verb-Object (SVO). English has a stricter word order, typically following the Subject-Verb-Object (SVO) pattern in declarative sentences. Indonesian tends to have more flexibility in word order due to its reliance on context and affixation for indicating grammatical roles. English, on the other hand, relies heavily on word order to convey meaning and grammatical relationships. For example:

Indonesian	"Saya belum pernah ke Bali."
English	"I have never been to Bali."

In English, the word order "Subject - Auxiliary Verb - Negative - Main Verb - Prepositional Phrase" is fixed. However, in Indonesian, the word order can be rearranged without changing the basic meaning due to the presence of affixes and context. Overall, while both Indonesian and English primarily use the SVO word order, Indonesian exhibits more flexibility in word order due to its reliance on context and affixation, whereas English follows a more rigid structure where word order plays a crucial role in conveying meaning.

Verb Conjugation

Verb conjugation refers to the process of altering a verb to indicate various grammatical features such as tense, mood, aspect, person, number, and voice. In both Indonesian and English, verb conjugation is an essential aspect of grammar, although the specific patterns and rules differ between the two languages.

In Indonesian, verb conjugation is relatively simple compared to English. Most Indonesian verbs do not undergo significant changes to indicate tense, aspect, or mood. Instead, tense and aspect are often conveyed through the use of auxiliary verbs or context. Verbs in Indonesian typically remain in their base or root form, with minimal inflection to indicate grammatical features. However, Indonesian does have affixes that can be added to verbs to indicate aspects such as voice, causality, or reciprocity. These affixes include prefixes, infixes, and suffixes, which are added to the base verb to modify its meaning. In English, verb conjugation is more complex and involves a greater variety of inflections to convey tense, aspect, and

other grammatical features. English verbs change form to indicate tense (e.g., present, past, future), aspect (e.g., continuous, perfect), mood (e.g., indicative, subjunctive), and agreement with the subject (e.g., singular, plural, first person, third person). For example:

Indonesian	Saya makan (I eat), Dia makan (He/she eats), Mereka makan (They eat)
English	Present tense: I eat, he eats; Past tense: I ate, he ate; Future tense: I will eat, he will eat

Indonesian verbs do not change form based on the subject or tense. Tenses are often indicated through time expressions or context. English verbs change form based on tense, aspect, and subject-verb agreement. In addition to tense, English verbs also change form to indicate aspect, such as the present continuous (e.g., I am eating), present perfect (e.g., I have eaten), and past perfect (e.g., I had eaten). Overall, while both Indonesian and English utilize verb conjugation to some extent, the systems differ significantly in complexity and structure. Indonesian verbs generally remain unchanged, with auxiliary verbs or context conveying grammatical information, whereas English verbs undergo various inflections to indicate tense, aspect, mood, and agreement.

Pronoun Usage

Pronouns in Indonesian differ from English in terms of both form and usage. Indonesian pronouns do not distinguish between subject and object pronouns, and they often appear less frequently in sentences due to the reliance on context. Pronoun usage refers to how pronouns are employed within a language to replace or refer to nouns, noun phrases, or other pronouns in a sentence. In both Indonesian and English, pronouns serve similar functions, but there are notable differences in their usage patterns.

In both languages, pronouns are used to replace the subject of a sentence. Objects are used to replace the object of a sentence. While English has distinct object pronouns, Indonesian often uses the same pronouns for both subject and object positions, particularly in colloquial speech. Both languages use possessive pronouns to indicate ownership or possession. However, the forms and usage may differ. In English, possessive pronouns include “my”, “your”, “his”, “her”, “its”, “our”, “their”, while in Indonesian, possessive markers are often affixed to nouns (e.g., “-ku”, “-mu”, “-nya”) or expressed through separate possessive pronouns (e.g., “milik saya”, “milik kamu”). Reflexive pronouns indicate that the subject of the verb is also the object of the verb. In English, reflexive pronouns end in “-self” or “-selves” (e.g., “myself”, “yourself”, “himself”, “herself”, “itself”, “ourselves”, “yourselves”, “themselves”). Indonesian does not have reflexive pronouns in the same sense; reflexive actions are often expressed using the base pronoun

with a reflexive verb or through other constructions. Demonstrative pronouns point to specific things or people. In English, common demonstrative pronouns include “this”, “that”, “these”, and “those”. In Indonesian, demonstrative pronouns vary depending on proximity and include “ini”, “itu”, “ini semua”, and “itu semua”. Interrogative pronouns are used to ask questions about people or things. Common interrogative pronouns in English include “who”, “whom”, “whose”, “what”, “which”. In Indonesian, interrogative pronouns often take the form of question words such as “siapa” (who), “apa” (what), “dimana” (where), “kapan” (when), “bagaimana” (how), etc. For example:

Indonesian	“Dia memberikan buku itu padanya.”
English	“He gave her the book.”

In English, distinct subject (“he”) and object (“her”) pronouns are used, while in Indonesian, the pronoun “Dia” (he/she) is used for both subject and object positions, and the object is indicated by the preposition “padanya.” In both Indonesian and English, pronouns serve similar functions, but there are notable differences in their usage patterns.

Articles and Demonstratives

Articles are a type of determiner that specify the definiteness (whether the noun is specific or general) of a noun. In English, there are two main articles: the definite article “the” and the indefinite articles “a” and “an.” “The” is used before specific nouns that are known to the speaker and listener or identifiable from the context, indicating definiteness. Then, “A” or “an” is used before non-specific or generic nouns, indicating indefiniteness. While determiners are a broader category of words that come before nouns to provide additional information about them. Determiners include possessive determiners (my, your, his, her, its, our, their), demonstratives (this, that, these, those), quantifiers (some, many, few, several), and more. Determiners can specify definiteness, possession, quantity, and other characteristics of the noun they modify.

Articles and demonstratives are two linguistic elements used to specify or point out nouns in a sentence, but they function differently in English and Indonesian. Indonesian does not have articles (definite “the” or indefinite “a/an”) as in English. Additionally, the use of demonstratives (this, that, these, those) differs between the two languages. In English, articles like “the” are used to specify whether the noun being referred to is definite (specific) or indefinite (general). In contrast, Indonesian does not have articles like “the” or “a/an”. Instead, it relies on context, word order, and demonstratives to convey specificity. Demonstratives like “itu” (that) are used to indicate a specific noun in Indonesian.

For example:

Indonesian	"Buku itu ada di atas meja."
English	"The book is on the table."

In English, "the" is used for definite nouns (e.g., "the cat"), indicating a specific cat that the speaker and listener both know about or can identify in context. So, in the example sentence, "Buku itu ada di atas meja," the word "itu" serves a similar function to "the" in English, indicating that the speaker is referring to a particular book that is already known or identifiable within the context. English uses articles to specify definiteness, and Indonesian achieves a similar effect through the use of demonstratives like "itu" to pinpoint specific nouns in sentences. In summary, while articles are a specific type of determiner that indicates the definiteness (or indefiniteness) of a noun, determiners encompass a wider range of words that provide various types of information about nouns, including possession, quantity, and demonstrative reference. English uses articles to specify definiteness, and Indonesian achieves a similar effect through the use of demonstratives and word order to pinpoint specific nouns in sentences.

Question Formation

Question formation refers to the process of structuring sentences to pose inquiries or seek information. In language, questions serve as a fundamental tool for communication, allowing speakers to obtain clarification, confirmations, or additional details. The way questions are formed can vary between languages, depending on their grammatical structures and syntax. Indonesian question formation may involve a) Question Particles. Adding question particles like "?" at the end of a sentence to indicate a question. b) Intonation. Relying on rising intonation towards the end of a sentence to signify a question, even without question particles. In English, questions are typically formed in several ways: a) Inversion: Inverting the order of the subject and auxiliary verb to create yes/no questions. b) Question Words: Use interrogative words such as who, what, where, when, why, and how to begin questions. c) Auxiliary Verbs: Employing auxiliary verbs like "do," "does," "did," "can," "will," etc., to form questions. For example:

Indonesian	"Kamu akan pergi ke pesta?"
English	"Are you going to the party?"

In English, the question is formed by inverting the subject "you" and the auxiliary verb "are," while in Indonesian, the question particle "?" is added at the end of the sentence. Questions in Indonesian are often formed by changing intonation or adding question particles like "apa" (what), "siapa" (who), or

"bagaimana" (how). English forms questions by inverting the subject and auxiliary verb, or by using question words (who, what, where, when, why, how). In summary, Question formation differs between English and Indonesian. In English, questions are typically formed through inversion, question words, or auxiliary verbs. While, in Indonesian, questions are often formed by adding question particles or using intonation.

Implications of Similarities and Differences of Syntax in English Language Teaching

Understanding the similarities and differences in syntax between Indonesian and English is crucial when teaching English syntax to students whose native language is Indonesian. First, it is crucial to understand the similarities and differences in syntax between Indonesian and English when teaching English syntax to Indonesian students. Building on similarities, instructors can highlight shared concepts like subject-verb agreement and basic sentence structure to provide a foundation for easier comprehension. Second, addressing differences is essential to prevent interference from the native language. By drawing attention to these distinctions, instructors can help students recognize and overcome challenges in constructing accurate English sentences. Third, encouraging comparative analysis deepens students' understanding of both languages. Engaging in comparative analysis allows students to identify patterns and develop a nuanced understanding of language structure. Fourth, contextualized learning through examples and exercises resonating with students' experiences facilitates comprehension and retention. Relating English grammar concepts to familiar Indonesian structures makes linguistic principles more accessible.

Fifth, offering explicit instruction on English syntax, especially aspects differing significantly from Indonesian, is crucial. This may include teaching specific grammar rules and word order patterns through guided practice. Sixth, error correction is vital when students make errors influenced by their native language. Providing targeted feedback guides students toward accurate English usage, supporting effective language development. Seventh, employing multisensory approaches caters to diverse learning styles and reinforces understanding. Integrating technology enhances engagement and promotes active learning. Eighth, recognizing the cultural implications of language use fosters a respectful learning environment. Encouraging discussions about cultural differences promotes intercultural competence. By leveraging both similarities and differences in syntax, instructors can tailor their teaching approach effectively to meet the needs of Indonesian students learning English syntax.

The syntactic similarities between Indonesian and English encompass various fundamental aspects of sentence structure and grammar. First, it's evident that both Indonesian and English predominantly follow the Subject-Verb-Object (SVO) word order in basic sentence structures. This means that the subject typically comes before the verb, and the verb precedes the object. Second, in both languages, modifiers

such as adjectives and adverbs generally follow the words they modify, providing additional descriptive information. This consistent placement enhances clarity and comprehension in sentences. Third, auxiliary verbs play a crucial role in expressing tense, mood, voice, and emphasis in both Indonesian and English. They are often used in compound verb constructions to form various tenses and moods. Fourth, prepositional phrases, indicating relationships between nouns and other elements in a sentence, are employed similarly in both languages, with prepositions preceding their objects. Fifth, conjunctions serve to connect words, phrases, or clauses in sentences, conveying various relationships between ideas, albeit with differences in the variety of conjunctions available. Sixth, possession is expressed using possessive markers or pronouns in both languages, though the placement of these markers differs; Indonesian uses affixed markers while English uses separate pronouns. Seventh, relative clauses, introduced by relative pronouns, provide additional information about a noun within a sentence. Both languages employ similar structures and functions for relative clauses. Lastly, tense and aspect are expressed through verb inflection or auxiliary verbs in both Indonesian and English, though specific forms and constructions may differ slightly. These syntactic similarities between the two languages facilitate language acquisition and comprehension, allowing learners to navigate both linguistic systems effectively.

The syntactic differences between Indonesian and English encompass various fundamental aspects of sentence structure and grammar. First, Indonesian exhibits more flexibility in word order compared to English due to its reliance on context and affixation. While both languages primarily use the SVO word order, Indonesian allows for more rearrangement of words without changing the basic meaning. Second, Indonesian verbs typically remain unchanged, relying on auxiliary verbs or context to convey grammatical information. In contrast, English verbs undergo various inflections to indicate tense, aspect, mood, and agreement. Third, Indonesian pronouns do not distinguish between subject and object pronouns as distinctly as English does. Possessive pronouns and reflexive pronouns are expressed differently in Indonesian compared to English. Fourth, Indonesian lacks articles like "the" or "a/an" found in English. Demonstratives are used differently in Indonesian, relying on context and demonstrative pronouns to indicate specificity. Fifth, Indonesian forms questions through intonation or the addition of question particles, while English typically uses inversion or auxiliary verbs. Question words are also more prevalent in English question formation. Understanding these differences is crucial for effective communication in both languages.

Teaching basic English syntax begins with an understanding of the basic structure of sentences and the role of each word in the sentence. Following are the steps that can help in learning basic English syntax: First, teaching basic English syntax to students begins with an understanding of the types of words in the language. Students are invited to recognize nouns, verbs, adjectives, adverbs, and other types of words, as well as understand the role of each in a sentence. Second, focus is given to the basic structure of sentences, where students learn the concepts of subject, predicate, and object. They learn how the subject is the actor

or person mentioned in the sentence, while the predicate contains a verb that explains the action or state of the subject, and the object is the recipient of the action in the sentence. Third, understanding phrases and clauses is an important part of learning syntax. Students are introduced to phrases as groups of words that have a certain meaning, as well as clauses as grammatical units that contain subjects and predicates. Fourth, tenses or times in English are studied to help students understand how actions at certain times are expressed in sentences. Fifth, the use of connecting words is taught so that students can connect clauses or phrases in sentences correctly. Finally, through a variety of structured exercises, students are allowed to practice their syntactic knowledge, strengthen their understanding of the basic structure of sentences, and develop the skills of constructing grammatical and meaningful sentences. With this approach, students can build a solid foundation in understanding English syntax and develop the ability to communicate effectively in the language besides learning basic English syntax can proceed effectively and gradually.

First, it is crucial to understand the similarities and differences in syntax between Indonesian and English when teaching English syntax to students whose native language is Indonesian. By first highlighting shared concepts such as subject-verb agreement and basic sentence structure, instructors provide students with a solid foundation to grasp English structures more easily. Second, addressing the differences in syntax is equally important to prevent interference from the native language. By secondly discussing these distinctions, instructors help students recognize and overcome challenges in constructing English sentences accurately. Third, encouraging comparative analysis between the two languages deepens students' understanding, allowing them to identify patterns and develop a nuanced comprehension of language structure. Fourth, contextualized learning through examples relevant to students' experiences and cultural backgrounds facilitates comprehension and retention of English syntax. Fifth, providing explicit instruction, error correction, and utilizing multisensory approaches further support students' language development. Sixth, promoting cultural sensitivity by acknowledging the cultural implications of language use fosters a respectful and inclusive learning environment. Overall, by leveraging both similarities and differences in syntax, instructors can effectively tailor their teaching approach to meet the needs of Indonesian students learning English syntax.

The importance of learning English syntax for students cannot be overstated. First of all, understanding syntax helps students build grammatically correct sentences, which is the basis for effective communication in English. Second, studying syntax helps students understand complex sentence structures, allowing them to organize their ideas more clearly and orderly. Third, by mastering syntax, students can avoid misunderstandings caused by grammatical errors in conversation or writing. Fourth, understanding syntax allows students to analyze English texts in more depth, thereby improving their reading ability and comprehension. Fifth, knowledge of English syntax can help students master effective writing skills, thereby preparing them for success in various academic and professional contexts. Thus, learning English

syntax is not only important for students' language skills but also for the development of their overall communication and comprehension skills.

The importance of teachers teaching syntax in English is the key to helping students understand and use the language correctly and effectively. First of all, by teaching syntax, teachers provide a strong foundation for students to understand English sentence structure. This helps students construct grammatically correct sentences, which is an important aspect of good communication skills. Second, teaching syntax helps students understand the relationship between words in sentences, including how these words are positioned and interact with each other. This helps students avoid common syntax errors, as well as improving their ability to understand more complex texts. Third, by understanding syntax, students can develop better writing skills. They can organize their ideas more structured in writing, resulting in clearer and more organized work. Fourth, syntax teaching helps students analyze and understand the texts they read or hear. They can recognize sentence patterns and language structures used by the author or speaker, thereby increasing their understanding of the message conveyed. Thus, the teaching of syntax by English teachers not only helps students in mastering the language but also helps them in the development of critical communication skills and prepares them for success in various contexts.

CONCLUSION

The syntactic similarities between Indonesian and English encompass various fundamental aspects of sentence structure and grammar. First, both languages primarily follow the Subject-Verb-Object (SVO) word order in basic sentence structures, enhancing comprehension. Second, modifiers such as adjectives and adverbs consistently follow the words they modify in both languages, providing additional descriptive information. Third, auxiliary verbs play a crucial role in expressing tense, mood, voice, and emphasis in compound verb constructions in both Indonesian and English. Fourth, prepositional phrases, indicating relationships between nouns and other elements, are employed similarly in both languages. Fifth, conjunctions connect words, phrases, or clauses to convey various relationships between ideas, with some variation in available conjunctions. Sixth, possession is expressed using possessive markers or pronouns, with differences in marker placement between Indonesian and English. Seventh, relative clauses, introduced by relative pronouns, function similarly in both languages, providing additional information about nouns. Lastly, tense and aspect are expressed through verb inflection or auxiliary verbs in both languages, facilitating language acquisition and comprehension.

On the other hand, the syntactic differences between Indonesian and English highlight various fundamental disparities in sentence structure and grammar. First, Indonesian exhibits more flexibility in word order due to its reliance on context and affixation compared to English. Second, Indonesian verbs



typically remain unchanged, while English verbs undergo various inflections to convey grammatical information. Third, Indonesian pronouns lack the distinction between subject and object pronouns observed in English, and possessive and reflexive pronouns are expressed differently. Fourth, Indonesian lacks articles like "the" or "a/an" found in English, and demonstratives are used differently to indicate specificity. Fifth, Indonesian forms questions through intonation or question particles, while English typically uses inversion or auxiliary verbs, with a greater prevalence of question words. Understanding these syntactic differences is essential for effective communication in both languages.

Understanding the syntax similarities and differences between Indonesian and English is vital for effectively teaching English to Indonesian students. First, emphasizing shared concepts like subject-verb agreement lays the groundwork for comprehension. Second, addressing differences prevents interference from the native language, aiding accurate sentence construction. Third, encouraging comparative analysis enhances understanding of both languages. Fourth, contextualized learning using relatable examples improves comprehension. Fifth, explicit instruction on English syntax, including word types and sentence structures, is crucial. Sixth, error correction guides students towards accurate English usage. Seventh, multisensory approaches reinforce understanding, while cultural sensitivity fosters a respectful learning environment. For teachers, teaching English syntax involves introducing word types, sentence structures, phrases, clauses, tenses, and connecting words. By considering both similarities and differences between the languages, instructors can effectively guide students towards proficiency, promoting inclusivity and relevance in language learning.

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